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ABSTRACT

This project attempts to refine the Zones of Indifference Instrument, (included in appendix) that measures zones of indifference of teachers to typical directives issued by administrators. As a result of the original validation study, a 78-item, two-factor instrument was developed. These two factors explained 52 percent of the variance. The original validation study and subsequent studies by O'Neal, Perry, and Ward provided the data for this revalidation study. A principal component analysis programmed to describe the two factors was completed. The resulting two factors (teacher-determined practice and administrator-determined policy) are associated with 51 percent of the total variance. Additionally, seven items were deleted due to non-loading on either factor resulting in 71 useable items for the revised instrument. (PN)

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THE REVALIDATION OF AN INSTRUMENT TO MEASURE ZONES OF INDIFFERENCE OF TEACHERS TO DIRECTIVES ISSUED BY ADMINISTRATORS

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Introduction

Authority relationships in modern societal organizations are still practiced from the traditional viewpoint. Society delegates to the controlling institution the power to structure the needed institutions that exist to provide the services perceived as being needed by society. Through this structure authority positions are created in the organizations.

The public school system as a societal institution is strongly structured with authority positions. School boards, superintendents, and principals have all been well established as positions of authority from which communications in the form of directives are issued.

Compliance with these directives is supported due to the legitimacy of position; however, the legitimization of authority does not guarantee the degree of compliance expected by administrators of the organization.

Contrary to traditional concepts of authority, Chester Barnard described an acceptance theory of authority that results in diverse compliance behavior. As defined by Barnard, authority

> "...is the character of a communication (order) in a formal organization by virtue of which it is accepted by a contributor to or 'member' of the organization as governing the action he contributes; that is, as governing or determining what he does or is not to do so far as the organization is concerned... Therefore under this definition the decision as to whether an order has authority or not lies with the person to whom it is addressed, and does not reside in 'persons of authority' or those who issue these orders."[1]

In the explanation of and to facilitate the acceptance theory of authority, Barnard introduced the concept "zones of indifference," which

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[1]Chester I. Barnard, The Functions of the Executive (Cambridge, Massachusetts: Harvard University Press, 1948), p. 163.

describes the extent to which people will respond to orders or directives issued by authority figures. This concept suggests that some orders are clearly unacceptable, while some would be somewhat neutral, and others would be unquestionably acceptable. With regard to this concept it is further suggested that this "zone of indifference" will be wider or narrower with different individuals within the organization. This concept suggests that the difference in the zone size is created by the degree to which the inducements exceed the consequences which determines the individual's adhesion to the organization.[2]

Other researchers have investigated the concept of the "zone of indifference," but from a positive frame of reference. Fiedler,[3] Simon,[4] and Kunz[5] utilized this concept in writing and research but in doing so used the term "zone of acceptance" to avoid a negative connotation.

These earlier writings occurred during periods when administrator-teacher relationships may have been more positive. Within the past ten years, evidence of teacher militancy, negotiations, teacher strikes, and teachers leaving the teaching profession indicate that present administrator-teacher relationships have grown more to an adversary situation. It is apparent that present relationships could indicate a negative environment. Additonally, it appears that the present would be an appropriate

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[2]Ibid, p. 169.

[3]Fred E. Fiedler, A Theory of Leadership Effectiveness (New York: McGraw-Hill, Inc., 1967).

[4]Herbert Simon, Administrative Behavior (New York: The Free Press, 1968).

[5]Daniel Walter Kunz, "Leader Behavior of Principals and the Professional Zone of Acceptance of Teachers." Unpublished Ed.D. Dissertation, School of Education, Rutgers University, 1973).

time to use the concept "zones of indifference" with the negative connotation as a means of measuring teacher responses to administrator directives.

Statement of the Problem

The purpose of this project was to refine an instrument that measures zones of indifference of teachers to typical directives issued by administrators. (Appendix A)

In the original validation study, an instrument containing 78 items and two factors was developed. These two factors explained 52% of the variance. The original validation study and subsequent studies by O'Neal,[6] Perry,[7] and Ward[8] provided the data for this re-validation study. The following table presents the number of subjects, level of teaching assignments, and state represented.

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[6]E. C. O'Neal, et al., "Discriminate Analysis of Zones of Indifference to Directives Between Coaches and Teachers in Selected Secondary Schools in Mississippi." Paper presented at the Mid-South Educational Research Association Annual Conference, New Orleans, Louisiana, November 1982.

[7]John Perry, et al., "Zones of Indifference As To Directives Among Vocational Directors, Auto Mechanics Teachers, Business Education Teachers, and Distributive Education Teachers In Selected Secondary School in Mississippi." Paper presented at the Mid-South Educational Research Association Annual Conference, New Orleans, Louisiana, November 1982.

[8]Cynthia A. Ward, "A Comparison Between the Acceptance of Authority by Secondary Teachers in a State Where Contracts Are Negotiated and in a State Where Contracts Are Not Negotiated." Unpublished Ed.D. Dissertation, Mississippi State University, 1982, pp. 62-67.

Table 1

DISTRIBUTION OF SUBJECTS BY
TEACHING ASSIGNMENT AND STATE

State	Elementary	Junior High	Secondary	Total
Florida	5		153	158
Georgia			10	10
Mississippi	24	19	423	466
Tennessee		5		5
Total	29	24	586	639

A principal component analysis programmed to describe the two factors was then completed. Both orthogonal and oblique rotations of the factors resulted in similar configurations of factor structure. The data reported are those describing factors derived from orthogonal rotation. This decision was made since the orthogonal rotation identified factors which are independent of each other. In this process some items shifted from one factor to the other. When these shifts were reviewed, they seemed logical. The resulting two factors are associated with 51% of the total variance. Additionally, seven items were deleted due to non-loading on either factor resulting in 71 useable items.

Alpha coefficients measuring internal reliability for the two factors and the total instrument were as follows: factor 1, .92; factor 2, .88; and the total instrument, .93.

Factor 1 - Teacher Determined Practice

The following five items of the instrument with the highest loading portray the extent to which these directives are associated with practices generally determined by teachers:

Item	Directive
19	Reduced time for classroom instruction
35	Assignment requirements for classroom work
30	Maintenance tasks by teachers
21	Select classroom teaching procedures
5	Changing classroom bulletin boards

Appendix B contains the sorted rotated loading and mean average on each item of this factor. Additionally, a shortened description of the item is provided.

Factor 2 - Administrator Determined Policy

The following highest loaded items of the instrument indicate items that were considered administrator determined:

Item	Directive
28	Supervise bus loading/unloading
37	Hall duty during class change
31	Supervision of restrooms
23	Prohibit refreshments in classroom
6	Assignment to study committee

Appendix C contains the sorted rotated loading and mean average of each item of this factor. Additionally, a shortened description of this item is provided.

In conclusion, the identification of the two factors, administrator determined policy and teacher determined practice, with the application of the "zones of indifference" to the items of these factors supports congruency with the theories of Barnard in the area of authority relationships. The final instrument (Appendix D) contains the final 71 items selected and labeled as to the factor each item represents.

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APPENDIX A

Zones of Indifference Instrument

The items in this instrument are typical of directives that are given within a school organization by an administrator. Please respond to each item in terms of how you would react to the directive.

The purpose of this instrument is to secure a description of the different patterns in which teachers behave when directives are given by administrators. The instrument will be examined to identify the zones of indifference to directives given by administrators to teachers in your school.

MARKING INSTRUCTIONS

Printed below are typical responses by teachers to directives issued by an administrator and a sample item found in the Zones of Indifference Instrument:

1. A directive you would comply with without question.

2. A directive you would comply with but mentally question the authority of the administrator to issue.

3. A directive issued by the administrator that you mentally question the authority of, but alter the application more in keeping with what you think should be done.

4. A directive issued by the administrator that you question mentally and refuse compliance with unless forced to do so.

SAMPLE:

Indicate how you would respond to the following directives issued by an administrator that would:

Provide directions concerning how personal leave should be utilized by teachers. 1 2 (3) 4

In this example the respondent circled alternative 3 to show that their response to this directive is best described by the behavior in that response. Of course, any of the alternatives could be selected, depending upon the response to the directive described in the item.

Please mark your response clearly, as in the example. Please be sure that you mark every item. Circle the numeral which most accurately represents your response to the directive in each item. Either a pencil or pen may be used.

BIOGRAPHICAL INFORMATION

5-7 School _____
(Write in the name of your school)

Please place a check mark to the right of the appropriate category.

8.	Grade Taught:	1-3	1 _____
		4-6	2 _____
		7-9	3 _____
		10-12	4 _____
9.	Sex:	Man	1 _____
		Woman	2 _____
10.	Age	20-29	1 _____
		30-39	2 _____
		40-49	3 _____
		50-59	4 _____
		60 or over	5 _____
11.	Years of Experience in Education	0-9	1 _____
		10-19	2 _____
		20-29	3 _____
		30 or over	4 _____
12.	Years at this school	0-4	1 _____
		5-9	2 _____
		10-19	3 _____
		20 or over	4 _____

RESPONSES TO DIRECTIVES

1. A directive you would comply with without question.

2. A directive you would comply with but mentally question the authority of the administrator to issue.

3. A directive issued by the administrator that you mentally question the authority of, but alter the application more in keeping with what you think should be done.

4. A directive issued by the administrator that you question mentally and refule compliance with unless forced to do so.

Indicate how you would respond to the following directives issued by an administrator that would:

*	1. Establish heating and cooling regulations for the classroom.	1	2	3	4
**	2. Establish a procedure for teachers to "sign-in" and "sign-out" for the school day.	1	2	3	4
**	3. Require attendance at staff-development activities.	1	2	3	4
**	4. Instruct teachers to attend open house activities.	1	2	3	4
*	5. Give directions for the changing of classroom bulletin boards at regular intervals.	1	2	3	4
**	6. Make assignment to study committees of the school.	1	2	3	4
**	7. Require attendance at P.T.A. meetings.	1	2	3	4
**	8. Require participation in a curriculum study group.	1	2	3	4
*	9. Insist upon personal comments on grade sheets in each instance of a decline in student achievement.	1	2	3	4
*	10. Dictate the use of only adopted textbooks in the classroom.	1	2	3	4
**	11. Determine method to be used in the handling of classroom discipline problems.	1	2	3	4
*	12. Prohibit students from using the library during classtime without teacher supervision.	1	2	3	4
*	13. Require written goals and objectives of teachers.	1	2	3	4
*	14. Specify methods to be used in teacher-parent relations.	1	2	3	4

*Factor 1
**Factor 2

RESPONSES TO DIRECTIVES

1. A directive you would comply with without question.

2. A directive you would comply with but mentally question the authority of the administrator to issue.

3. A directive issued by the administrator that you mentally question the authority of, but alter the application more in keeping with what you think should be done.

4. A directive issued by the administrator that you question mentally and refuse compliance with unless forced to do so.

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* 15.	Schedule the use of planning time for supervising another teacher's class who is out on some school activity.	1 2 3 4
** 16.	Establish a policy of student grade reduction for unexcused absences and tardies.	1 2 3 4
** 17.	Determine the time of the teachers' workday.	1 2 3 4
** 18.	Direct teachers to meet the parents for conference.	1 2 3 4
* 19.	Require extra assignments that would reduce time for classroom instruction.	1 2 3 4
* 20.	Require long-range lesson plans.	1 2 3 4
* 21.	Select teaching procedures to be utilized in the classroom.	1 2 3 4
* 22.	Structure the standardization of classroom furniture arrangement.	1 2 3 4
** 23.	Prohibit the consumption of refreshment by teachers in the classroom	1 2 3 4
** 24.	Require attendance at faculty meetings.	1 2 3 4
** 25.	Prevent teachers from leaving school.	1 2 3 4
** 26.	Require teacher participation in a census of school age children during or after school hours.	1 2 3 4
* 27.	Question student religious beliefs and home life.	1 2 3 4
** 28.	Establish directives requiring teachers to supervise school bus loading/unloading of students.	1 2 3 4
* 29.	Provide a list of discipline cases handled by the teacher in the classroom. -	1 2 3 4

*Factor 1
**Factor 2

RESPONSES TO DIRECTIVES

1. A directive you would comply with without question.

2. A directive you would comply with but mentally question the authority of the administrator to issue.

3. A directive issued by the administrator that you mentally question the authority of, but alter the application more in keeping with what you think should be done.

4. A directive issued by the administrator that you question mentally and refuse compliance with unless forced to do so.

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* 30.	Require teachers to perform task that maintenance or custodial personnel are hired to do.	1 2 3 4
* 31.	Schedule male/female teacher supervision of restrooms.	1 2 3 4
** 32.	Establish conditions under which corporal punishment could be administered.	1 2 3 4
** 33.	Determine the test exemption policy.	1 2 3 4
** 34.	Excuse students from classes to attend other school sponsored activities.	1 2 3 4
* 35.	Provide guidelines outlining student assignment requirements for classroom work.	1 2 3 4
* 36.	Direct teachers to escort sick students home.	1 2 3 4
** 37.	Direct all teachers to be on duty in the halls during the changing of classes.	1 2 3 4
** 38.	Determine the amount of planning time per week.	1 2 3 4
** 39.	Assign school related duties outside the classroom involving no students.	1 2 3 4
* 40.	Attempt to restrict topics that could be discussed in the lounge area.	1 2 3 4
** 41.	Outline the policy concerning attendance at work.	1 2 3 4
* 42.	Require a very low noise level to be maintained in the classroom.	1 2 3 4
** 43.	Instruct teachers to accept a student into class after the suspension of the student.	1 2 3 4
* 44.	Prohibit the keeping of report cards in the classroom.	1 2 3 4

*Factor 1
**Factor 2

RESPONSES TO DIRECTIVES

1. A directive you would comply with without question.

2. A directive you would comply with but mentally question the authority of the administrator to issue.

3. A directive issued by the administrator that you mentally question the authority of, but alter the application more in keeping with what you think should be done.

4. A directive issued by the administrator that you question mentally and refuse compliance with unless forced to do so.

** 45.	Establish the policy of paying substitute teachers for sponsoring club activities or other extra-curricular activities.	1 2 3 4
* 46.	Limit the number of graduate courses a teacher could be enrolled in after school hours.	1 2 3 4
* 47.	Schedule duty assignments at times other than the required school day.	1 2 3 4
** 48.	Instruct each class to contribute a specified amount of money to the school activity fund.	1 2 3 4
** 49.	Assign a student with a disciplinary record to your instructional group.	1 2 3 4
** 50.	Instruct teachers to monitor student classroom appearance in keeping with the school dress code.	1 2 3 4
** 51.	Require strict adherence to the curriculum guide and/or daily lesson plan.	1 2 3 4
* 52.	Structure teacher dress practices.	1 2 3 4
** 53.	Direct all teachers to attend all school functions.	1 2 3 4
* 54.	Structure student dress practices.	1 2 3 4
** 55.	Require a standing position while teaching class.	1 2 3 4
* 56.	Schedule teachers to supervise school-related meetings at school.	1 2 3 4
** 57.	Make assignments of teachers as sponsors to student club activities.	1 2 3 4
* 58.	Require teachers to use the school cafeteria for lunch.	1 2 3 4

*Factor 1
**Factor 2

RESPONSES TO DIRECTIVES

1. A directive you would comply with without question.

2. A directive you would comply with but mentally question the authority of the administrator to issue.

3. A directive issued by the administrator that you mentally question the authority of, but alter the application more in keeping with what you think should be done.

4. A directive issued by the administrator that you question mentally and refuse compliance with unless forced to do so.

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* 59.	Provide guidelines determining advancement and retention practices.	1 2 3 4
* 60.	Provide guidelines concerning the manner by which sick leave should be utilized by teachers.	1 2 3 4
* 61.	Establish the format for written lesson plans.	1 2 3 4
* 62.	Schedule teachers to move to different rooms for instructional purposes.	1 2 3 4
** 63.	Determine specific staff development activities.	1 2 3 4
** 64.	Prohibit teachers from leaving the school during school hours.	1 2 3 4
* 65.	Indicate that classroom materials had been selected by the administration.	1 2 3 4
* 66.	Require teacher direction of a staff development activity.	1 2 3 4
** 67.	Direct teachers to refrain from expressing opinions about community problems.	1 2 3 4
* 68.	Require an instant gathering of data for office purposes.	1 2 3 4
** 69.	Prohibit the use of corporal punishment as a method of punishment.	1 2 3 4
** 70.	Determine the length of exams to be administered.	1 2 3 4
* 71.	Establish the practice for teachers to collect student activity fees.	1 2 3 4
** 72.	Structure teacher arrival at school prior to the designated time for the beginning of the school day.	1 2 3 4
* 73.	Schedule classroom activities by the principal.	1 2 3 4

*Factor 1
**Factor 2

RESPONSES TO DIRECTIVES

1. A directive you would comply with without question.

2. A directive you would comply with but mentally question the authority of the administrator.

3. A directive issued by the administrator that you mentally question the authority of, but alter the application more in keeping with what you think should be done.

4. A directive issued by the administrator that you question mentally and refuse compliance with unless forced to do so.

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* 74.	Prohibit the wearing of jeans by teachers.	1 2 3 4
* 75.	Involve a teacher administering corporal punishment to another teacher's student.	1 2 3 4
** 76.	Require the presence of teachers with students in the cafeteria.	1 2 3 4
* 77.	Prohibit a teacher from being employed in another job.	1 2 3 4
* 78.	Provide an individual teacher personnel file in the office.	1 2 3 4

*Factor 1
**Factor 2

APPENDIX B

Factor 1
Sorted Rotated Loading
Teacher Determined Practice

Item	Nature of Item	Loading	*Mean Average
19	Reduced time for classroom instruction	.775	2.73
35	Assigned requirements for classroom work	.717	2.49
30	Maintenance tasks by teachers	.683	3.08
21	Select classroom teaching procedures	.683	2.97
5	Changing classroom bulletin boards	.659	2.47
14	Methods in teacher-parent relations	.655	2.37
27	Student religious beliefs	.643	3.46
67	Expressing opinions about community problems	.616	3.15
38	Teacher planning time per week	.536	2.14
25	Prevent teachers from leaving classroom	.534	2.08
65	Selection of classroom materials	.530	2.64
26	Participation in school census	.472	2.73
22	Standardization of classroom furniture	.472.	3.05
10	Adopted textbooks only	.454	2.52
40	Topics of discussion in the lounge	.429	3.43
70	Length of exams administered	.414	2.49
36	Escorting sick students home	.413	3.00
9	Personal comments on grade sheets	.408	2.06
60	Guidelines for sick leave	.394	2.21
39	School related duties outside classroom	.377	2.53
7	Attendance at P.T.A. meetings	.358	2.10
53	Teachers attend all school functions	.349	3.02
57	Assignment of teachers to club activities	.347	2.11
73	Classroom activities scheduled by principal	.337	2.71
33	Test exemption policy	.327	1.53
51	Adherence to curriculum guide	.323	2.59
68	Data gathering for office purposes	.323	2.28
55	Stand while teaching class	.322	3.07
15	Supervising another teacher's class	.314	2.39
58	Require use of cafeteria for lunch	.310	3.16
46	Limitation on graduate classes	.307	3.14
47	Duty assignments	.302	2.94
48	Class contribution to activity fund	.301	3.27
13	Written goals and objectives	.296	1.75
42	Low noise level in classroom	.294	2.13
29	Required list of discipline cases	.293	1.89
61	Format of lesson plans	.292	2.05
52	Structure teacher dress practice	.287	2.20
4	Attend open house activities	.281	1.62
78	Individual teacher personnel file	.255	1.72

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* 639 respondents

APPENDIX C

Factor 2
Sorted Rotated Loading
Administrator Determined Policy

Item	Nature of Item	Loading	*Mean Average
28	Supervise bus loading/unloading	.774	2.02
37	Hall duty during class change	.687	1.69
31	Supervision of restrooms	.675	2.22
23	Prohibit refreshments in classroom	.662	1.87
6	Assignment of study committee	.578	1.88
8	Participation in curriculum study group	.541	1.73
66	Teacher direction of staff development	.508	2.26
63	Determine staff development activities	.455	1.94
20	Long-range lesson plans	.455	2.31
24	Attendance at faculty meetings	.423	1.19
49	Assignment of disciplinary problems to class	.403	1.84
2	"Sign-in" and "sign-out" procedure	.376	1.46
44	Keeping reports in the classroom	.368	1.81
1	Classroom climate regulation	.362	1.82
32	Administration of corporal punishment	.361	1.59
56	Supervision of school related meetings	.360	1.91
64	Prohibit leaving school during school hours	.355	2.44
34	Excuse students from classes	.354	1.44
16	Student grade reduction for non-attendance	.316	1.71
3	Required attendance at staff development activities	.315	1.41
45	Policy of paying substitute teachers	.308	1.99
12	Student using library without teacher supervisiong	.308	1.76
76	Presence of teachers in cafeteria	.306	1.70
62	Teacher movement to different rooms	.297	1.86
17	Time of the teacher's workday	.294	1.61
54	Structure student dress practice	.275	1.75
41	Policy concerning attendance at work	.266	1.44
69	Prohibit use of corporal punishment	.258	2.27
74	Teacher wearing jeans	.256	2.17
43	Accept suspended student in class	.255	2.21
50	Monitor school dress code	.253	1.60

* 639 Respondents

APPENDIX D

ZONES OF INDIPFERENCE INSTRUMENT

The items in this instrument are typical of directives that are given within a school organization by an administrator. Please respond to each item in terms of how you would react to the directive.

The purpose of this instrument is to secure a description of the different patterns in which teachers behave when directives are given by administrators. The instrument will be examined to identify the zones of indifference to directives given by administrators to teachers in your school.

BIOGRAPHICAL INFORMATION

5-7 School OMIT
(Write in the name of your school)

Please place a check mark to the right of the appropriate category.

8.	Grade Taught:	1-3	1
		4-6	2
		7-9	3
		10-12	4
9.	Sex:	Man	1
		Woman	2
10.	Age	20-29	1
		30-39	2
		40-49	3
		50-59	4
		60 or over	5
11.	Years of Experience in Education	0-9	1
		10-19	2
		20-29	3
		30 or over	4
12.	Years at this school	0-4	1
		5-9	2
		10-19	3
		20 or over	4

RESPONSES TO DIRECTIVES

1. A directive you would comply with without question.

2. A directive you would comply with but mentally question the authority of the administrator to issue.

3. A directive issued by the administrator that you mentally question the authority of, but alter the application more in keeping with what you think should be done.

4. A directive issued by the administrator that you question mentally and refuse compliance with unless forced to do so.

Indicate how you would respond to the following directives issued by an administrator that would:

**1.	Establish heating and cooling regulations for the classroom.	1	2	3	4
**2.	Establish a procedure for teachers to "sign-in" and "sign-out" for the school day.	1	2	3	4
**3.	Require attendance at staff-development activities.	1	2	3	4
*4.	Instruct teachers to attend open house activities.	1	2	3	4
*5.	Give directions for the changing of classroom bulletin boards at regular intervals.	1	2	3	4
**6.	Make assignment to study committees of the school.	1	2	3	4
*7.	Require attendance at P.T.A. meetings.	1	2	3	4
**8.	Require participation in a curriculum study group.	1	2	3	4
*9.	Insist upon personal comments on grade sheets in each instance of a decline in student achievement.	1	2	3	4
*10.	Dictate the use of only adopted textbooks in the classroom.	1	2	3	4
**11.	Prohibit students from using the library during classtime without teacher supervision.	1	2	3	4
*12.	Require written goals and objectives of teachers.	1	2	3	4

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* Factor 1
** Factor 2

**13.	Specify methods to be used in teacher-parent relations.	1	2	3	4
*14.	Schedule the use of planning time for supervising another teacher's class who is out on some school activity.	1	2	3	4
**15.	Establish a policy of student grade reduction for unexcused absences and tardies.	1	2	3	4
**16.	Determine the time of the teachers' workday.	1	2	3	4
*17.	Require extra assignments that would reduce time for classroom instruction.	1	2	3	4
**18.	Require long-range lesson plans.	1	2	3	4
*19.	Select teaching procedures to be utilized in the classroom.	1	2	3	4
*20.	Structure the standardization of classroom furniture arrangement.	1	2	3	4
**21.	Prohibit the consumption of refreshment by teachers in the classroom.	1	2	3	4
**22.	Require attendance at faculty meetings.	1	2	3	4
*23.	Prevent teachers from leaving classroom.	1	2	3	4
*24.	Require teacher participation in a census of school age children during or after school hours.	1	2	3	4
*25.	Question student religious beliefs and home life.	1	2	3	4
**26.	Establish directives requiring teachers to supervise school bus loading/unloading of students.	1	2	3	4
*27.	Provide a list of discipline cases handled by the teacher in the classroom.	1	2	3	4
*28.	Require teachers to perform task that maintenance or custodial personnel are hired to do.	1	2	3	4
**29.	Schedule male/female teacher supervision of restrooms.	1	2	3	4
**30.	Establish conditions under which corporal punishment could be administered.	1	2	3	4
*31.	Determine the test exemption policy.	1	2	3	4

* Factor 1
** Factor 2

**32.	Excuse student from classes to attend other school sponsored activities.	1	2	3	4
*33.	Provide guidelines outlining student assignment requirements for classroom work.	1	2	3	4
*34.	Direct teachers to escort sick students home.	1	2	3	4
**35.	Direct all teachers to be on duty in the halls during the changing of classes.	1	2	3	4
*36.	Determine the amount of planning time per week.	1	2	3	4
*37.	Assign school related duties outside the classroom involving no students.	1	2	3	4
*38.	Attempt to restrict topics that could be discussed in the lounge area.	1	2	3	4
**39.	Outline the policy concerning attendance at work.	1	2	3	4
*40.	Require a very low noise level to be maintained in the classroom.	1	2	3	4
**41.	Instruct teachers to accept a student into class after the suspension of the student.	1	2	3	4
**42.	Prohibit the keeping of report cards in the classroom.	1	2	3	4
**43.	Establish the policy of paying substitute teachers for sponsoring club activities or other extra-curricular activities.	1	2	3	4
*44.	Limit the number of graduate courses a teacher could be enrolled in after school hours.	1	2	3	4
*45.	Schedule duty assignments at times other than the required school day.	1	2	3	4
*46.	Instruct each class to contribute a specified amount of money to the school activity fund.	1	2	3	4
**47.	Assign a student with a disciplinary record to your instructional group.	1	2	3	4
**48.	Instruct teachers to monitor student classroom appearance in keeping with the school dress code.	1	2	3	4

* Factor 1
** Factor 2

*49.	Require strict adherence to the curriculum guide and/or daily lesson plan.	1	2	3	4
*50.	Structure teacher dress practices.	1	2	3	4
*51.	Direct all teachers to attend all school functions.	1	2	3	4
**52.	Structure student dress practices.	1	2	3	4
*53.	Require a standing position while teaching class.	1	2	3	4
**54.	Schedule teachers to supervise school-related meetings.	1	2	3	4
*55.	Make assignments of teachers as sponsors to student club activities.	1	2	3	4
*56.	Require teachers to use the school cafeteria for lunch.	1	2	3	4
*57.	Provide guidelines concerning the manner by which sick leave should be utilized by teachers.	1	2	3	4
*58.	Establish the format for written lesson plans.	1	2	3	4
**59.	Schedule teachers to move to different rooms for instructional purposes.	1	2	3	4
**60.	Determine specific staff development activities.	1	2	3	4
**61.	Prohibit teachers from leaving the school during school hours.	1	2	3	4
*62.	Indicate that classroom materials had been selected by the administration.	1	2	3	4
**63.	Require teacher direction of a staff development activity.	1	2	3	4
*64.	Direct teachers to refrain from expressing opinions about community problems.	1	2	3	4
*65.	Require an instant gathering of data for office purposes.	1	2	3	4
**66.	Prohibit the use of corporal punishment as a method of punishment.	1	2	3	4

* Factor 1
** Factor 2

*67.	Determine the length of exams to be administered.	1	2	3	4
*68.	Schedule classroom activities by the principal.	1	2	3	4
**69.	Prohibit the wearing of jeans by teachers.	1	2	3	4
**70.	Require the presence of teachers with students in the cafeteria.	1	2	3	4
*71.	Provide an individual teacher personnel file in the office.	1	2	3	4

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* Factor 1
** Factor 2